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Grade Three

# Thematic

Home Instructor's Guide and Assignment Booklet



**Module 1A:**  
**Changes**

**Day 1 to Day 9**



Learning  
Technologies  
Branch

**Alberta**  
EDUCATION



Grade Three Thematic  
Module 1A: Changes  
Home Instructor's Guide: Days 1–9 and Assignment Booklet 1A  
Learning Technologies Branch  
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**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.**

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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# Introduction to Grade Three Thematic

Welcome to Grade Three Thematic! We hope that you and your student enjoy working through this course together. Separate this Home Instructor's Guide from the Assignment Booklet and put it in a three-ringed binder. Review the Home Instructor's Guide before you begin the lessons because it will help you understand the goals of the course and enhance the student's learning experience.

## The Course at a Glance

There are nine modules for this course. Each module revolves around a different theme. The modules consist of two Student Module Booklets, an A and a B, to make a total of eighteen Student Module Booklets. Each module consists of approximately eighteen days of work. Days one to nine are in the A booklet, and days ten to eighteen are in the B booklet. Therefore, a module consisting of both booklets A and B should take about one month to complete.

### Module 1A

### Module 1B

Changes

### Module 2A

### Module 2B

I Can Make  
a Difference

### Module 3A

### Module 3B

Tales from Around  
the World

### Module 4A

### Module 4B

What Is Happening?

### Module 5A

### Module 5B

Clues

### Module 6A

### Module 6B

Look and See

### Module 7A

### Module 7B

Listen, Touch, Taste

### Module 8A

### Module 8B

The New World

### Module 9A

### Module 9B

Inventions and  
Explorations



# Grade Three Thematic Curriculum Information

Alberta Education, a department within the Government of Alberta, is responsible for determining what Alberta students are expected to learn from Kindergarten to Grade 12. The department works with its stakeholders to design curriculum and provide authorized resources that meet the needs of learners and educators.

This distance learning course was designed and developed by Learning Technologies Branch within Alberta Education. The course components have been reviewed and approved as provincially authorized resources. This means the Alberta teachers and publishing staff who made these resources have ensured they comply with the standards and specifications established by Alberta Education for the various curriculums covered by this course.

The grade one, two, and three programs for distance learning have been organized into two major components: Thematic and Mathematics. Grade Three Thematic addresses the learning outcomes and objectives for the three core subjects: language arts, social studies, and science. Information and communication technology (ICT) outcomes are integrated throughout this resource. Health and life skills, fine arts, and physical education outcomes are also integrated into the modules, but you will need to supplement the suggested activities in order to cover all the mandated objectives.

Specific information about the curriculums can be found on the Alberta Education website where Curriculum Handbooks for Parents and Curriculum Summaries are available:

<http://www.education.gov.ab.ca/parents/handbooks/>

Following is a brief summary of the program of studies by subject area for grade three.

## English Language Arts

The aim of English language arts is to enable the student to understand and appreciate language and to use it confidently and competently in a variety of situations.

The six language arts are

- listening and speaking
- reading and writing
- viewing and representing

There are five general student learning outcomes. The student will use listening, speaking, reading, writing, viewing, and representing to

- explore thoughts, ideas, and feelings
- comprehend and respond to oral presentations, print, or other media
- manage ideas and information
- enhance the clarity and artistry of communication
- respect, support, and collaborate with others



# Social Studies

Social Studies is the study of people in relation to each other and to their world. Grade three focuses on Connecting with the World and continues to build on the knowledge of community and citizenship by examining diverse communities in the world. Grade three students will be introduced to the concepts of global citizenship and quality of life. The two major topics for grade three are Communities in the World and Global Citizenship. Following are some of the specific outcomes for each topic.

## Communities in the World

Students will demonstrate an understanding and appreciation of how geographic, social, cultural, and linguistic factors affect quality of life in communities in various parts of the world.

### Values and Attitudes

Students will

- appreciate similarities and differences among people and communities
- demonstrate an awareness of and interest in the beliefs, traditions, and customs of groups and communities other than their own

### Knowledge and Understanding

Students will

- examine the social, cultural, and linguistic characteristics that affect quality of life in communities
- examine the geographic characteristics that shape communities
- examine economic factors that shape communities

## Global Citizenship

Students will demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relation to communities in various parts of the world.

### Values and Attitudes

Students will

- appreciate elements of global citizenship
- recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them
- respect the equality of all human beings

### Knowledge and Understanding

Students will

- explore the concept of global citizenship by reflecting upon a number of questions for inquiry



## **Skills and Processes for Grade Three**

Alberta Education's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies.

### **Dimensions of Thinking**

Students will

- develop skills of critical thinking and creative thinking
- develop skills of historical thinking
- develop skills of geographic thinking
- demonstrate skills of decision making and problem solving

### **Social Participation as a Democratic Practice**

Students will

- demonstrate skills of co-operation, conflict resolution, and consensus building
- develop age-appropriate behaviour as responsible citizens contributing in their community

### **Research for Inquiry**

Students will apply the research process to

- develop questions that reflect a personal information need
- follow a plan to complete an inquiry
- access and retrieve appropriate information from electronic sources for a specific inquiry
- navigate within a document, compact disc, or other software program that contains links
- organize information from more than one source
- process information from more than one source to retell what has been discovered
- draw conclusions from organized information
- make predictions based on organized information
- formulate new questions as research progresses

### **Communication**

Students will

- demonstrate skills of oral, written, and visual literacy
- develop skills of media literacy



# Science

The science program of studies is built on the following principles:

- Children's curiosity provides a natural starting point for learning.
- Children's learning builds on what they currently know and can do.
- Communication is essential for science learning.
- Students learn best when they are challenged and actively involved.
- Confidence and self-reliance are important outcomes of learning.

There are five topics of study for grade three:

- Topic A: Rocks and Minerals
- Topic B: Building with a Variety of Materials
- Topic C: Testing Materials and Designs
- Topic D: Hearing and Sound
- Topic E: Animal Life Cycles

## Topic A: Rocks and Minerals

Students learn about rocks, minerals, and soil. They explore similarities and differences to classify rocks and soil. Common uses of rocks and soil are examined.

## Topic B: Building with a Variety of Materials

A variety of materials and techniques are used to design, construct, and test structures. Students experiment with different materials and tools. Ways to join materials are discussed. Safe use of materials and tools are also examined.

## Topic C: Testing Materials and Designs

Materials such as paper, clay, cardboard, and Styrofoam are tested for strength and ease of shaping and joining. Students learn to evaluate materials and to choose the most suitable materials and designs for a task.

## Topic D: Hearing and Sound

Students explore the nature of sound and experiment with ways to produce and control sound. An understanding is developed of how humans and animals perceive sound. Soundproofing and sound-amplifying devices are constructed.

## Topic E: Animal Life Cycles

Students explore and describe the appearances and life cycles of some common animals and identify adaptations. Animal care is also discussed.

As students study the five topics, students apply the following skills:

- exploration
- investigation
- identification
- reflection
- interpretation



As they study the five topics, students develop the following attitudes:

- curiosity
- confidence
- inventiveness
- perseverance
- willingness to work with others
- appreciation of the value of experience and observation
- responsibility
- respect for living things and environments

## Health and Life Skills

Health and life skills involve learning about the habits, behaviours, interactions, and decisions related to healthy daily living and planning for the future. The aim of the program is to help students make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others.

The general outcomes are

- making responsible and informed choices to maintain health and promote safety
- developing interpersonal skills that demonstrate responsibility, respect, and caring
- using resources effectively to manage and explore career opportunities

## Physical Education

The aim of the physical education program is to enable the student to develop the knowledge, skills, and attitudes necessary to lead an active, healthy lifestyle.

There are four general outcomes. The student will

- acquire skills through a variety of developmentally appropriate activities, such as dance, games, gymnastics, individual fitness activities, aquatics, and outdoor pursuits
- understand, experience, and appreciate the health benefits that result from physical activity
- interact positively with others
- assume responsibility to lead an active lifestyle

## Music

Music education should encourage creative expression through performance, listening, and composition.

General learner outcomes that the student will develop are

- enjoyment of music
- awareness and appreciation of a variety of music, including music of many cultures
- insight into music
- self-expression and creativity
- musical skills and knowledge



# Art

Art education deals with ways in which students express feelings in visual forms. Students learn to make and defend judgements about art forms.

The four major components in visual learning are

- reflection: responses to visual forms in nature, designed objects, and artworks
- depiction: development of imagery based on observations of the visual world
- composition: organization of images and their qualities in the creation of art
- expression: uses of art materials to say something in a meaningful way

# Drama

The goal of the drama program is to foster a positive self-concept in the student by encouraging him or her to explore life by playing roles and acquiring dramatic skills.

The three major learner expectations are

- to acquire knowledge of self and others as a result of reflecting on dramatic play
- to develop competency in communication skills
- to foster an appreciation for drama as an art form

# Information and Communication Technology

The student acquires a broad perspective on the use and application of technology and the impact of technology on self and society.

Students use technology to

- communicate, inquire, solve problems, and make decisions
- process text, data, and multimedia

# Grade Three Thematic Course Components

You have chosen an alternate form of learning that allows you and your student greater freedom in some ways than traditional classroom learning. It also requires discipline and motivation for your student to be successful. As a home instructor, you can assist your student in many ways. The first thing to do is to familiarize yourself with the structure of the course and its components. The structure of the modules in this course follows a systematic design. The basic components of each module include a Student Module Booklet, Home Instructor's Guide/Assignment Booklet, and multimedia CDs.

Grade Three Thematic contains nine modules with the following titles:

- Module 1: Changes
- Module 2: I Can Make a Difference
- Module 3: Tales from Around the World
- Module 4: What Is Happening?
- Module 5: Clues
- Module 6: Look and See
- Module 7: Listen, Touch, Taste
- Module 8: The New World
- Module 9: Inventions and Explorations



Each module is divided into two Student Module Booklets. There is an A module for days one to nine and a B module for days ten to eighteen, making a total of eighteen Student Module Booklets.

Each Student Module Booklet comes with a corresponding Home Instructor's Guide and Assignment Booklet, making a total of eighteen.

There are two CDs. *Grade Three Thematic Audio* CD and *Grade Three Multimedia* CD are found in Student Module Booklet 1A.

When you receive your student's course materials, take the time to look carefully at what you have received to ensure it is complete, it is the correct course, and it is not defective in any way. If there is a problem, notify your supplier immediately.

## Student Module Booklets

The Student Module Booklets are consumable. This means your student works directly in the booklet during the daily lessons. Daily lessons contain instructional material and opportunities for students to practise. There is a scholar's margin along the side of each page with notes to the home instructor.

It is important that students read the module booklet and do all of the practice activities before attempting the module assignments. At the end of each day, students will usually find a glossary of terms that have been introduced in the day's lessons.

At the end of each Student Module Booklet, there is a module summary, which focuses on the main ideas that the student has learned.

Some Student Module Booklets may contain Learning Aids in the Appendix. These Learning Aids are designed to be removed from the Student Module Booklet to support some of the daily lessons.

## Home Instructor's Guide

The Home Instructor's Guide is attached to the Assignment Booklet. Separate the two components before the student begins working in the Assignment Booklet and place the guide in a three-ring binder for easy reference.

This guide is for the home instructor, the person responsible for guiding the student through the course. It assists with planning in advance for the lessons and activities. Always read the Daily Summary notes and all information in this guide prior to beginning the day's lessons. Some days may not have Daily Summary notes for every activity; for these activities, margin notes in the Student Module Booklet are sufficient.

## Assignment Booklets

Accompanying each module are two Assignment Booklets. In most instances, your student's grade for each module will be determined by how well he or she does the assignments in the Assignment Booklets. You should confirm with your school if other assessment tools will be used to determine your student's grade. As you and your student work through a Student Module Booklet, you will be directed to the Assignment Booklet for the student to respond to the questions asked there. Your student will submit these responses to the teacher for grading. Please ensure that your student follows the instructions in the Assignment Booklets closely and that the student does his or her best work for assessment.

There are times when your student will also be asked to submit a project, writing assignment, or other work to the teacher for assessment. An Items to Submit list to assist you and your student to collect and submit all of the required work can be found at the end of each Assignment Booklet.



When your student has completed an Assignment Booklet, it should be promptly submitted to the teacher for assessment and feedback. While you are waiting for feedback from the teacher, you are encouraged to start the next module.

## Multimedia CDs

This course contains two CDs. One is an audio CD that contains oral presentations of many of the selections for the course. The audio CD will be used to develop listening skills in a variety of activities. The other CD contains various multimedia segments that will help your student learn and apply the basic concepts within this course.

Students learn in different ways, and technology creates different kinds of learning environments. Students have an opportunity to interact with the information. They can try different scenarios and see what happens. They can see how these concepts relate to world problems and situations.

These multimedia segments will help your student understand, use, and apply technology in effective, efficient, and ethical ways. Learning information and communication technology (ICT) skills is necessary for your student to ensure ongoing success in a knowledge economy.

If you do not have access to a computer, make every effort to arrange for your student to have periodic access to a computer in a nearby school or library.

## Resources and Equipment

In addition to the course materials, your student will need the following resources, which are available from the Learning Resources Centre:

- *Collections: Beneath the Surface*
- *Collections: Carving New Frontiers*
- *Collections: Spreading My Wings*
- *Collections: Super Senses!*
- *Collections: Tales—Princesses, Peas, and Enchanted Trees*
- *Hide and Sneak*
- *Modern Curriculum Press Phonics: Level C*

It is recommended that you have available a current beginner's atlas and a junior dictionary. The following resources are recommended and can be purchased from the Learning Resources Centre:

- *Beginner's Classroom Atlas of Canada and the World*, published by Rand McNally Canada Inc.
- *Canadian Junior Dictionary*, published by Gage Educational Publishing Company

**Note:** Please be sure that the atlas you use is current. Due to the recent addition of Nunavut and the change of Newfoundland to Newfoundland and Labrador, many older atlases of Canada are no longer accurate.

Following is a list of equipment that your student will be required to use. You may wish to discuss the availability of equipment with your distance learning provider.

- Your student will need access to a computer with a CD-ROM drive so that he or she can use the CDs that accompany this course. Your student should also use a word-processing application like Microsoft Word to do assignments whenever possible. Because students are frequently referred to the Internet, your student should have access to an Internet connection. If you do not have a computer and Internet capabilities at home, remember that computers and Internet access are widely available through public libraries and schools. Make arrangements so that your student has access to these valuable resources.



- To listen to the *Grade Three Thematic Audio CD*, your student may use a CD player or a computer with a CD-ROM.
- Your student will need some way to record oral assignments. You may choose to use an audiocassette recorder or a computer equipped with recording capability.

## Additional Resources

### Internet Links

The Internet can be a valuable research and learning tool for your student. Periodically, references to Internet sites are provided in the Student Module Booklets and/or in the Home Instructor's Guide. You should also encourage your student to use other information sources, such as the library.

If your student is using the Internet, there are a few things to keep in mind:

- **Do not believe everything you read.** The Internet is filled with information. Unfortunately, not all of it is correct. Anyone can put information on the Internet. The important thing is that your student takes a close look at the source to determine who is credited with supplying the information. For example, did a university, a museum, or a science centre put the information on the Internet? If so, it probably provides correct information.

The point is to encourage your student to use a critical eye and not to believe everything he or she reads. If your student is uncertain about something, it is wise to double check the information on one or two other sites or with other resources.

Go to the Internet sites referenced in the Student Module Booklets or this guide before your student accesses them. Confirm the site is still relevant and appropriate for your student. The owners of the Internet addresses (URLs) sometimes change, and a site that was educational when this course was written may no longer be suitable. Also, try out recommended search words to confirm that they are still safe.

- **Use online research tools.** There are a number of different tools, called search engines, available to assist your student in finding information on the Internet. These engines organize and sort information by topic or key word. AltaVista Canada ([www.altavista.com](http://www.altavista.com)), Google Canada ([www.google.ca](http://www.google.ca)), Yahoo! Canada ([www.yahoo.ca](http://www.yahoo.ca)), and Yahoo Kids (<http://www.yahooligans.yahoo.com/>) are just a few of the search engines available.
- **Websites can change or disappear.** Your student should keep in mind that the Internet is constantly changing. Sometimes he or she will discover that after typing in an address, a note will come up on the screen indicating that the site has moved or disappeared. If your student finds that an address does not work, he or she should go back to one of the search engines and do a general search using a key word or phrase.

# LearnAlberta.ca

LearnAlberta.ca is a special, protected website found at <http://www.learnalberta.ca>. It has been developed by Alberta Education for Albertans. Whenever your student is asked to go to this large site (portal), you can be assured the content has been either developed by or for Alberta Education or licensed to Alberta Education because it is quality content related to Alberta students' needs.

LearnAlberta.ca is a recognized, digital learning environment for Albertans. This Alberta Education portal is a place where students can support their learning by accessing resources for projects, homework, help, review, or study. Home Instructors also have access so they can learn what their students are expected to know and be able to do. They can then support their students' learning.

For example, LearnAlberta.ca contains a large Online Reference Centre that includes multimedia encyclopedias, journals, newspapers, transcripts, images, maps, and more. The National Geographic site contains many current video clips that have been indexed for Alberta Programs of Study. Teacher support materials and student activities are also available. The content is organized by grade level, subject, and curriculum objective. Use the search engine to find key concepts quickly. Check this site often as new interactive multimedia segments are being added all the time.

If you find a password is required, contact your teacher or school to get one. No fee is required.

## Required Materials

Certain basic supplies are required on a regular basis throughout the Grade Three Thematic course. These materials may be kept in the student's Course Container. A plastic tote or sturdy box may be used. Keep the Course Container in a convenient place close to the student's work area.

- pencils, erasers, pens, and a pencil case
- white craft glue and paper glue
- wax crayons, pencil crayons, and felt markers
- scissors, ruler, and transparent tape
- 21.5 cm x 28 cm loose-leaf paper (lined and unlined)
- construction paper and coloured paper
- an interlined notebook or interlined paper for handwriting practice

Lines should be 1 cm apart with a dotted or dashed interline and look something like this:



- a lined notebook for a Writing Dictionary (could be a duo-tang with lined sheets)
- chalkboard, whiteboard, or chart paper and chart-paper stand
- bulletin board for display purposes
- chalk, pastel crayons, and charcoal
- file folders
- 45 cm x 30 cm Bristol board or poster board
- mural paper or large poster paper
- stapler, paper clips
- watercolour and tempera paint and various sized brushes
- two three-ring binders (one for returned assignments and one for the Home Instructor's Guide)
- craft sticks or tongue depressors



- globe
- modelling clay
- old magazines, calendars, store flyers, catalogues
- envelopes and containers

Additional materials may be required for each module. These materials are listed at the beginning of each module in the Home Instructor's Guide and in the Student Module Booklet. Help the student check the materials list at the beginning of each module and assemble the items as necessary.

## The Role of the Home Instructor

Your role as the home instructor is to ensure that the student works through every page of the Student Module Booklet, understands the concepts put forth, performs each of the activities, and completes the required assignments. If the student is unable to read the instructional material independently, provide support or read the information to him or her.

It is your responsibility to make certain that the Assignment Booklet pages are sent in to the teacher for marking on Days 9 and 18 of each module. They may be sent by regular post or by fax. When assignments are completed electronically using a word-processing program, they may be e-mailed.

On Days 9 and 18 of each module, you will complete a checklist to assist the teacher in evaluating your student's progress. The top portion of the page includes a checklist of important skills that were taught in that part of the module. Check **yes** or **not yet** for each question. The bottom portion of the page allows you to make comments on other specific topics or to ask questions about the learning activities in the module.

Read the Daily Summaries in this guide and the margin notes in the Student Module Booklet prior to beginning the day's lessons. This will acquaint you with the concepts to be taught, the methodology used, and the required materials.

You will be responsible for marking the student's answers in the Student Module Booklet. In Modules 1 to 5, you will mark the answers to all the numbered questions and phonics assignments. Use the Suggested Responses found in the back of the Home Instructor's Guide to guide you. In Module 6, the student will begin to mark some of his or her own work using the Suggested Responses at the end of each lesson. The student will mark only those questions with straightforward answers. You will continue to mark some of the questions. When the student begins to do self-checking activities, you will need to monitor the process very carefully. Be sure that the student completes the work first and then turns back to find the answers. Discuss any errors the student makes.

It is natural for the student to make errors and mistakes. Discussing mistakes is an important part of the learning process. When you understand what the student was thinking, it becomes easier to guide the student in solving the problem.

Be patient and respectful of the student's way of thinking so that he or she feels comfortable in taking intellectual risks and feels secure when asking questions or forming hypotheses.

You also have the important role of encouraging and challenging the student to become actively involved in the learning process. Set up a rich learning environment that invites exploration and discovery.

# Arranging the Learning Area

Arrange a quiet area for the student's "classroom." You may use the kitchen or office, the student's room, or perhaps you have the luxury of turning a spare bedroom into a learning area. You will need a bookcase, a chalkboard or whiteboard, and a desk or table for the student to work on. Proper lighting and comfortable seating are essential. Organizational tools such as baskets, pails, and filing cabinets are useful and help to keep supplies handy to the work area.

## Time Commitment

An effective home school begins with a commitment to planning. Set long-range, weekly, and day-to-day goals for yourself and your student. Involve the student in the planning process where possible.

On a weekly basis, be prepared to spend approximately two hours preparing lessons, organizing the week's schedule, planning field trips and outings, and gathering learning materials and books relating to the theme.

Lists of suggested books, music, videos, or other learning materials for use in supplementing the program are included at the beginning of each module.

Set a definite time period for each subject or activity. Suggested times for activities are stated, but adjust them to meet the student's needs. Do not let single activities or subjects go on indefinitely. Schedule times for breaks between activities. Maintain a comfortable and consistent routine.

## Breaks

It is relaxing and energizing to take active breaks after periods of sitting still. Teach your student the importance of fitness breaks. When the weather is suitable, the student may take a break outside. If not, indoor stretching, movement to music, or other physical activity can be implemented. These breaks can be used to incorporate music and physical education skills.

Break times are not scheduled in the Student Module Booklet. You can decide when fitness breaks or lunch breaks fit best into the day's schedule.

## Assessment

Assessment is important to the learning process. There are two kinds of assessment in this course: informal and formal. As the home instructor, you will take part in the informal assessment.

### Informal Assessment

The suggested responses give students immediate feedback, which confirms and clarifies their understanding before they go on. The suggested responses are found in the back of the Home Instructor's Guide for Modules 1 to 5 to assist the home instructor with marking the student's work and in the Student Module Booklet at the end of each day for Modules 6 to 9 to allow the student to begin marking his or her own work. Monitoring student responses and discussing the results with students is one of the most important duties of the home instructor. When your student has completed a lesson, you should skim over it to be sure he or she has spent enough time and effort on the work.



When checking your student's work, first focus on the work he or she has done correctly and then comment on his or her efforts. Then, if necessary, spend time clearing up any misunderstandings. Following are a few suggestions that have proven to be constructive ways of handling errors. First stop to consider why there are errors. Ask yourself the following questions:

- Is the student repeatedly making the same errors or do the errors appear to be random?
- Do the errors appear to be the result of carelessness?

If your student is repeatedly making the same mistakes, you may need to read through those lessons and explain in your own words what the main ideas are. If the errors are random and do not have a serious impact on the learning, then they may be ignored. If the errors appear to be due to carelessness, you may need to

- check to see if your student understands the directions
- relate the activity where the error occurred to some meaningful aspect of your student's life
- discuss the information with your student
- have your student slow down
- give your student a break away from the work

Always help your student correct incorrect responses. The Student Module Booklet becomes an important reference when doing assignments, and it is essential that it is accurate. Remember, it is very important that students not only learn from their corrections, but that they also realize that making mistakes is a normal part of learning.

## Formal Assessment

Formal assessment is based on the work students do in their Assignment Booklets and any other required work that is submitted to and marked by a teacher. The teacher will provide written comments and assign a grade at the end of each module. The teacher's comments may help you focus on areas where your student needs extra practice or help. Focus on the student's strengths and support the student in areas of weakness. Discuss the teacher's comments with your student and help her or him set improvement goals.

After the student's assignments have been reviewed, place them in a binder or other suitable organizer for future reference. Review work occasionally with the student to compare it to the quality of current work. Give the student specific praise for the effort and improvement that is apparent.

## Provincial Achievement Tests

At the end of grade three, your student is required to write the Grade Three Provincial Achievement Tests in English language arts and mathematics. The Provincial Achievement Test in mathematics is addressed in the Grade Three Mathematics course. Since this may be your child's first exposure to a standardized exam, practice questions and test-taking tips are included in the latter modules of this course. The Provincial Achievement Test in English language arts has two parts. The first part contains a written assignment to help evaluate the student's writing skills. The second section contains reading selections followed by multiple-choice questions. Multiple-choice questions are introduced and used throughout the year so that your student is familiar with this format. Contact your teacher for more information about the preparation for and administration of the Provincial Achievement Test in English language arts.

# Special Features

This course has a number of features incorporated into the daily lessons. The following are features common to some of the subject areas.

## Language Arts

### Reading

Several basic anthologies from the *Collections* series are included in the learning-materials package. Selections in these anthologies are used to teach language arts skills. These books should be supplemented with a wide variety of other reading material chosen by you and the student. Make arrangements to borrow books from a local community library or school library, if possible. The student is introduced to beginning novels, or “chapter books,” this year. Reading chapter books aloud during Story Time is a good way to introduce your student to novels and to enrich subject-area learning.

### Listening

Listening skills are an important part of language learning. The included audio CD, referred to as the *Grade Three Thematic Audio* CD, is designed to enhance your student’s ability to listen for a variety of purposes. Students will have the opportunity to experience oral texts from a variety of cultural traditions, genres, and types of texts.

### Journal Writing

Journal writing is used to help the student reflect on each day’s learning. The student can respond to questions that are posed about the day or write about any topic that relates to the day’s lesson. On Days 9 and 18, the student will look back on the journal entries to make comments about that section of the module.

### Writing

Writing skills are developed in many ways. The student writes stories, letters, cartoons, reports, and plays in the context of the theme or in response to literature. Writing is always seen as a process with planning, writing, and revising as the keystones.

### Spelling

A list of new spelling words is provided on Day 1 of each module. The student works with the same words until Day 9, when a spelling test is assigned. A new list is introduced on Day 10 and the cycle repeats. In the first three modules, the student will practise six words. These words are high-frequency words or words related to the theme. A pre-test is given to find out which words the student already knows. The student is required to do practice activities with the words that were incorrect in the pre-test. On Day 2 of most modules, you will choose three challenge words to practise in addition to the assigned words. The challenge words may be words related to the theme, words you have noticed the student misspelling in writing activities, or words of special interest to the student.

As the year proceeds, most students use standard spelling increasingly and rely less and less on “invented spelling.” It is expected that the student will spell all the spelling words correctly in writing activities and assignments. Each spelling word will be entered in a personal dictionary that the student may refer to. Encourage the student also to refer to the junior dictionary when he or she is unsure of how to spell a word.



For extra practice with spelling words, you may assign one of the following activities or create your own practice activity.

- Write a story that includes all of the spelling words.
- Look up each word in the dictionary and write a meaning for it.
- Write the spelling words in alphabetical order.
- Make a “train” with the spelling words. Write the words end-to-end as one long word. Use different colours for each word.
- Write each word and then write a word that rhymes with it or is close to a rhyme.
- Write the words using one colour for the vowels and one colour for the consonants.
- Write the words in cursive writing.
- Draw a comic strip that uses the spelling words.
- Cut out letters from newspapers or magazines to make each word.
- Use magnetic letters, scrabble letters, alphabet-cereal letters, or pasta letters to make the words.
- Write the words in large printing on a card and then trace each letter with glue. Sprinkle glitter, jelly powder, or sand over the glue. When it’s dry, the student can trace over the letters with his or her finger.

## Handwriting

The student is introduced to cursive writing this year. The lessons begin by introducing the basic strokes. The student soon begins to put the strokes together to form letters and words. By the end of the year, it is expected that the student will handwrite some assignments.

Cursive writing skills include the following:

- learning how to form the letters and join them
- keeping letter formation, size, slant, spacing, and alignment uniform
- writing with uniform pressure

The student will need a desk or table and a chair that allows him or her to use proper posture and position. Wide-ruled (1 cm) interlined paper is recommended for practice activities. The student will also need a chalkboard or whiteboard to practise the letters.

Students should use a pencil when working on interlined paper, but may use a ballpoint pen for doing handwriting exercises in the Assignment Booklet.

## Music

Some music and movement activities are integrated into thematic activities, however you will need to supplement these activities by providing additional music experiences. Involving your student in cultural events, family sing-a-longs, music lessons, or choirs may help fulfil the mandated objectives. Music activities can be combined with physical education activities to develop rhythm and music appreciation.

# Physical Education

Time is scheduled most days for physical activities. Your student should take 15- to 30-minute breaks each day involved in physical tasks. To help plan for these daily fitness breaks, you may want to prepare a fitness task calendar or fitness task cards for your student.

**Example:**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Go snowshoeing.	1 Do 25 jumping jacks.  Jog for 5 minutes.	2 Run around the house 5 times.  Do 10 stretches.	3 Do 10 push-ups.  Skip rope for 10 minutes.	4 Do 15 sit-ups.  Ride a bike for 10 minutes.	5 Bounce a ball 100 times.  Play basketball with a friend.	6 Go for a hike.
7 Go swimming.	8 Practise your forward roll.  Walk a balance beam or board 5 times.	9 Kick a ball at a target 20 times.  Play soccer with a friend.	10 Do 20 toe-touches.  Skip around the yard 3 times.	11 Do 20 arm circles forward and 20 backward.  Dance to your favourite music for 5 minutes.	12 Kick an empty milk jug around your yard 3 times.  Jump up and down 20 times.	13 Play tag with friends or family.

Encourage a wide variety of outdoor activities. Walking, running, biking, inline skating, or ball play are fun for children. You may want to map out a walking trail and start a walking program with your student. Students should engage in aerobic exercise every day. Explain how aerobic exercise develops the circulatory and respiratory systems of the body. Provide a good role model for your student by taking part in fitness activities.

Activities involving dance, games, gymnastics, individual fitness, aquatics, and outdoor pursuits should be part of the physical education program you plan. Enrolling your student in an individual or team sport may provide training in games skills. Dance, gymnastics, swimming lessons, or skating lessons may also help involve your child in physical pursuits.

## Information and Communication Technology

The ability to use technology is becoming increasingly important in our society. A computer is a wonderful tool to help your student learn to read, write, and do research. Computers are available to the public at most local libraries if you do not have access to a computer in your home.

Be sure your student has some basic skills before using the computer. The student should know how to do the following:

- Turn the computer on and off properly.
- Access a word-processing program, software program, or the Internet.
- Use the keyboard, mouse, or other input devices.
- Perform simple tasks (for example, use the word-processing program to print sentences).
- Use basic keys, such as the space bar, enter key, and shift key.



There are many useful software programs for children. These programs are designed to develop educational skills. These programs are constantly changing. It is a good idea to investigate programs thoroughly before purchasing them. Keep in mind that many programs are made in the United States, so systems of measurement, geography, spelling, and history may be geared to American children.

If possible, good keyboarding skills should be developed from the beginning. There are many software programs available to help children learn proper keyboarding techniques. “JumpStart Typing” is one example. It is produced by Knowledge Adventure, Inc., Glendale, California. Check with your local school or with other educators for other recommended programs.

There are many wonderful websites available on the Internet. Appropriate websites are occasionally suggested in the Home Instructor’s Guide. Remember that website addresses change often, so you may have to search on your own for appropriate sites.

## Module 1A: Changes

The theme of Module 1 is changes. In Module 1A the student examines changes in self, families, and communities. The focus for this part of the module correlates with some of the social studies objectives. Map skills are developed. The student observes the community and looks for changes. Time concepts, such as present and past, are discussed. Research skills are developed as the student learns what the community was like in the past.

### Learning Outcomes

Social Studies outcomes include the following:

- creating and using a simple map to locate communities
- using cardinal and intermediate directions to locate places on maps and globes
- applying the concept of relative location to determine locations of people and places
- applying terms related to time, including past, present, and future, correctly
- arranging events, facts, and/or ideas in sequence
- making connections between cause-and-effect relationships from information gathered from varied sources

Communities in the world knowledge and understanding outcomes include the following:

- How does access to public services affect communities?
- What are the main forms of technologies, transportation, and communication in the communities?
- In what ways do the people in the communities depend on, adapt to, and change the environment in which they live and work?

Language arts outcomes include the following:

- identifying and using a table of contents
- attending to the standard spelling of words
- reading silently
- using story structure to understand stories
- locating, organizing, and recording information
- understanding the difference between fiction and non-fiction
- listening, reading, and viewing for details
- evaluating and sharing information

## Required Materials

The student will need the following items for Module 1A:

- Module 1A Student Module Booklet
- Module 1A Assignment Booklet
- file folder or pocket folder
- a junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- a beginner's classroom atlas
- globe (optional)
- *Collections: Spreading My Wings*
- two small button or bar craft magnets
- a spring-type clothespin
- wide masking tape or cloth tape
- watercolour paint
- *Grade Three Thematic Audio CD*

## Special Activities

### Field Trips

**Day 4:** a tour of the community to look at a community map, to sketch an area of the community to create a student-drawn map, and to look for community changes

**Day 7:** an interview with a community member who knows about the community in the past

**Day 8:** a visit to a museum, historic park, library, or other site to research pioneers (optional)

## Suggested Times

The general schedule for the day is as follows:

Activity	Time
Introduction and Getting Started	5–10 minutes
English Language Arts (includes reading, writing, spelling, and phonics)	60–90 minutes
Math	45 minutes
Physical Education	15–30 minutes
Silent Reading	15 minutes
Thematic Activities	60–90 minutes
Story Time	15 minutes
Looking Back	15 minutes

Exceptions to this general time schedule will be noted in the daily summaries. Not all activities will appear each day. (For example, if a field trip is planned, a physical activity icon may not appear.)



## Additional Resources

These are optional resources and should be available at your local library or a bookstore.

### Fiction: Chapter Books

*Pioneer Girl*, Maryanne Caswell  
*The Year of Miss Agnes*, Kirkpatrick Hill  
*Sarah, Plain and Tall*, Patricia MacLachlan  
*Hannah's Journal*, Marissa Moss  
*Little House on the Prairie*, Laura Ingalls Wilder

### Fiction: Short Stories and Picture Books

*Jason's New Dugout Canoe*, Joe Barber-Starkey  
*Ox-Cart Man*, Donald Hall  
*Cassie's Journey: Going West in the 1860's*, Brett Harvey  
*Caribou Song*, Tomson Highway  
*A Prairie Boy's Winter*, William Kurelek  
*Freedom School, Yes!*, Amy Littlesugar  
*Johnny Appleseed: The Story of a Legend*, Will Moses

### Non-Fiction

*Only in Canada! From the Colossal to the Kooky*, Vivien Bowers  
*Pioneer Sampler: The Daily Life of a Pioneer Family in 1840*, Barbara Greenwood  
*Discovering Canadian Pioneers*, Marlene Gutsole  
*Pioneer Recipes*, Bobbie Kalman  
*Pioneer Life*, Natalie Quinn  
*Living in a Community*, Natalie Quinn  
*Homemade Fun: Games and Pastimes of the Early Prairies*, Faye Reineberg Holt

### Internet

For the national anthem, try the Canadian Heritage (Government of Canada) website, which includes the lyrics, audio, sheet music, and history, at the following address:

**<http://www.pch.gc.ca/>** (Use the A–Z index to find the National Anthem.)

Try searching using the keywords *pioneers*, *settlers*, or *Alberta + history*. The following sites are currently available through Canada's Digital Collections. You can search for the titles in the alphabetical listing if the Internet addresses change:

- *Alberta: Past to Present: How the West Was Young*  
**<http://www.abheritage.ca/alberta>**
- *Ukrainian Cultural Heritage Village Guided Tour*  
**<http://collections.ic.gc.ca/ukrainian>**
- *Archives Society of Alberta*  
**<http://www.archivesalberta.org/>**

# Daily Summaries

Read each day's summary in this guide and familiarize yourself with the lesson before instructing the student. Materials that are used often are not listed under the daily materials list. They should be available in the student's Course Container and the student should be responsible for gathering them. The daily materials list is meant only to help you prepare for unique activities.

You will have to decide how much practice the student needs when introducing new concepts. If you feel further practice is needed, you can extend the activities or create new tasks for the student.

## Introduction

Introduce the Grade Three Thematic program to your student. Explain that there are nine modules in the program, and each module has two parts. The modules have a theme and are like a unit of study. Each module has eighteen school days of work and should take about a month to complete. Show the student all the components of the course. Discuss the purpose of the Student Module Booklet, the Assignment Booklet, and the Home Instructor's Guide. The student should understand the following:

- The Student Module Booklet guides the student through the course and provides questions and activities. The student does the activities and writes the answers in the Student Module Booklet.
- The Assignment Booklet activities will be sent to the teacher for marking. Emphasize that all work done in this booklet must be done independently by the student.
- The Home Instructor's Guide is for you to help you teach the student.

Discuss each of the introductory pages with the student. Read through each page together. Be sure the student can recognize the icons and understands what each one means. If you have a computer in your home, you may wish to show your student how icons are used to find programs or files and to do tasks on the computer. Explain that the icons in the Student Module Booklet are used in much the same way. Each icon stands for a book or resource that the student will need to get in order to complete the task.

Discuss the Module Overview page. Be sure that your student understands the concept of change. Discuss that change means to become different. If necessary, look up the word *change* in a dictionary and discuss the meanings. Give some examples of changes that have occurred in your own life, such as moving to a new town, having a child, etc.

## Day 1

### Learning Outcomes

The student begins by previewing the course components. The resources and materials for the course are organized. The student goes on to review using a table of contents, reads a poem, and then does the spelling pre-test for this module.

### Materials You Need Today

- file folder or pocket folder
- poster board or cardboard (at least 45 cm long and 30 cm high)
- wide masking tape or cloth tape



## Getting Started

The first activity each day is to discuss some aspect of the day's lessons. To get started today, you will discuss expected work habits and organizational skills. Your student will also have a chance to think about goals for the year and to preview the resources.

## English Language Arts

The student is introduced to the anthology *Spreading My Wings*. To introduce the title of this new book, discuss with the student how baby birds learn to fly by spreading their wings and flapping them and how they practise in the nest. Finally, when the birds are ready, they jump out of the nest and fly. Compare this process to learning in school. Discuss how it takes lots of practice and some willingness to take risks in order to learn.

After discussing the title of the book and the illustration on the cover, the student reviews how to use a table of contents. Discuss the various selections in this book.

Today's reading selection is a poem. The student reviews what he or she knows about poetry and practises visualization skills. If your student does not remember the difference between a poem and a story, ask questions, such as, "Which is usually shorter, a poem or a story? Are there verses and short lines? Do poems or stories have verses? Do you hear any rhymes?"

You may also discuss the fact that poems often "paint a picture in your mind" by using vivid images and language.

## Reading Strategies

The student should become increasingly proficient in word decoding and reading strategies as the year progresses. A good sight vocabulary of high-frequency words should have been developed over the last two years. When the student encounters unknown words, encourage him or her to use an appropriate strategy. Give the student time to try a few strategies before you help.

You may wish to prepare a chart listing the following strategies for unknown words:

- Use context. What word would make sense in the sentence?
- Use phonics. What is the first sound of the word? What other sounds do you know?
- Use word structure. Are there endings like *-ing* or *-ed*? What is the main word?
- Use rhymes. Do you know another word that ends the same?
- Read on. Skip the word and read the rest of the sentence. Go back and try the word again.
- Reread. If the sentence didn't make sense, go back and read it again.

If you find your student is having difficulty with a lot of words in the reading selections, you may want to print some of the high-frequency words encountered in the story on cards. Introduce five to ten words a week and have the student practise reading the word cards. High-frequency word lists are available in many educational books. If you wish, search the Internet with the keywords *high-frequency word list* or *sight word lists*. Most local schools have copies of the Dolch word list, Fry's Instant Sight Words, or other high-frequency word lists.

The student is encouraged to move increasingly toward silent reading in grade three. Many children begin this process by reading softly to themselves in a whispering voice. Gradually the student learns how to say the words "in his or her mind." If your student is not ready to read independently and needs support while reading the anthology selections, there are various ways to provide that support:

- Read the story simultaneously. Your student can read the words he or she knows and your reading provides support for the unknown words or phrases. Model how you figure out words.

- Read the story to your student first (or have the student listen to an audiotope of the story). Then, ask the student to read the story aloud or silently. If the story is too long or too difficult for the student to read the whole story, take turns reading paragraphs or pages aloud.
- Help the student choose an appropriate decoding strategy when he or she comes to an unknown word.
- Give the student a chance to read the story several times. Provide less and less support each time.
- Ask the student to read one sentence silently and then discuss it.

## Mathematics

If the student is registered in Grade Three Mathematics, begin with the program now.

## Silent Reading

It is important that the student select reading material at his or her reading level for independent reading. A quick and easy test for readability is to have the student read a page to you aloud. If the student cannot make out five or more words on a page, that is a good indication that it is too difficult. Have the student select something else to read.

As this is independent reading, there should be no talking during the reading time, even to help the student with a word. Encourage the student to use reading strategies to deal with a difficult word.

Participate in silent reading whenever possible to model independent reading. Try to prevent any interruptions at this time. The student should have enough reading material for the whole time. If the student cannot read independently for fifteen minutes, start with a lesser time and work slowly up to the target time.

## Spelling

The student will write the words in Assignment Booklet 1A, Day 1: Assignment 1. Say each word clearly, use the word in a simple sentence, and then repeat the word. The spelling words are

- |         |          |             |
|---------|----------|-------------|
| • dress | • little | • community |
| • small | • letter | • yellow    |

## Changes

The student begins to learn about changes. How changes cause people to “spread their wings” and to learn something new is discussed. The student completes an assignment to set some goals for this year. Students at this age have difficulty setting specific, realistic, and attainable goals. Help your student work through this process. Examples might include any of the following:

- reading independently for a longer period of time during Silent Reading
- writing more carefully and neatly
- practising spelling words more often
- cleaning up the work area for the next day’s lesson
- asking for help when stuck

Be sure the goals your student sets are reasonable and developmentally appropriate.



## Looking Back

The student will write about the day's activities, concepts, and projects. It is a response journal where the student is free to state likes and dislikes, new ideas related to the day's work, or things he or she would like to learn more about. You do not have to mark this portion of the lesson, but do remind the student that legible printing and correct spelling of high-frequency words is an expectation in all writing activities.

## Day 2

### Learning Outcomes

The student compares poetry to prose, reviews finding directions on a map, and studies and completes a map of Canada.

### Materials You Need Today

- globe (optional)
- audiocassette or CD of "O Canada" (optional)

### Celebrate

Your student reads an article to introduce and begin discussion about the two sounds of *g* and *c*. The article is compared to the poem "September Yearnings" from yesterday to help the student understand how poetry is different from prose.

### Spelling

Consonants and vowels are reviewed.

### Phonics

The student does two pages in the *Modern Curriculum Press Phonics: Level C* book. The student should work independently in this book. When the pages are complete, check the answers and discuss any problems the student encountered.

### O Canada

The student reviews previous knowledge of Canada and sings the national anthem. If you have an audiocassette or CD that contains this song, you may play it for the student. You can also find the national anthem at the Canadian Heritage (Government of Canada) website at <http://www.pch.gc.ca/>. (Use the A–Z index to find the national anthem.)

If your family has religious objections to singing anthems, skip this portion of the lesson.

### Maps

Map skills are introduced. The student learns about map legends and directions and works with a map of Canada. Be prepared to play an active game involving directions. Play Simon Says, but integrate direction words for each instruction. For example, say, "Simon says jump to the west," "Simon says take three steps north," etc. Play the game for several minutes. Other children may join in if they wish.

## Story Time

In Story Time you will read a mutually chosen book orally to your student. Your student is probably becoming a good independent reader, but it is important that you continue to read to your student on a daily basis. This is a time for you to read material that is still too difficult for your student to read independently. You may want to read beginning novels to your student or non-fiction articles about topics in which your student is interested. Your student should help you choose what will be read. Check the Additional Resources list at the beginning of each module for recommended books that will enrich your student's understanding of the module theme.

## Day 3

### Learning Outcomes

Today the student explores changes by responding orally to a text and by using the writing process. Spelling words are practised.

### Home Early

The student is asked to read one page of the story at a time. If your student is proficient at silent reading, the student may read each page silently and then discuss it and answer the suggested questions. If your student has difficulty reading silently, it may be read orally. You may take turns reading paragraphs if your student requires more support. If your student has a lot of difficulty with the story, read it to him or her first. On a second reading, ask the student to read as much as he or she can.

### Changes in My Family

To further develop the student's understanding of change, a brainstorming activity encourages him or her to think of as many family changes as possible. When the student is brainstorming, write down all the suggestions, even if some of them are not really correct. These suggestions can be crossed off later when they are discussed.

This topic is continued later in the day, when your student writes about one change that occurred in your family. The emphasis in this lesson is on planning a story, but the entire writing process of planning, writing, and editing is discussed. If your student does not see any errors, you may want to call his or her attention to possible mistakes. If you notice that your student frequently misspells a common word, you may want to add it to this week's spelling list as a challenge word.

### Spelling

Check back to the pre-test given on Day 1. Point out which words were incorrect on the pre-test and tell the student how to spell them correctly. Your student will list the words that were incorrect. These are the words that the student will need to practise over the next few days. You and the student will also choose three challenge words today.

If your student is spelling a common word incorrectly in his or her writing, add that word to the challenge word list. If not, you may want to choose words of special interest to the student or some of the following theme-related words:

- present
- legend
- south
- west
- past
- north
- east



## Phonics

Work on consonant sounds continues in the lesson and in the Phonics book.

## Day 4

### Learning Outcomes

Story structure is explored, and concepts about community are reviewed and extended.

### Story Parts

Story structure is discussed. Your student should be familiar with the terms *character*, *setting*, and *plot* from earlier grades, but review any concepts that the student is confused about. Resolution and conclusion may be new concepts. Discuss them at greater length and give examples from material you have read to your student recently.

### Spelling

A strategy for practising spelling words is introduced to the student. Help the student work through the steps for the first few words, if necessary. The student should be able to do this independently after a few examples. This strategy was used in Grade Two Thematic.

### Phonics

In the phonics portion of the lesson, the student concentrates on ending consonants. You will need to play a short game with the student to help practise listening for ending sounds.

### What Is a Community?

This lesson reviews what the student learned about communities in earlier grades. The terms *urban* and *rural* are introduced. Businesses and services are reviewed in preparation for today's field trip.

### Field Trip

The student is assigned three tasks: to look at a community map, to draw a map sketch of an area in the community, and to look for changes in the community.

There are several places you can visit to find maps of your community. The city, town, or municipal district office may have maps of your area. Your local tourist booth may also have maps, especially of the businesses and tourist attractions in your community. You may find aerial maps at a natural resources office or forestry office. Commercial maps of your town or city can usually be found at gas stations or stores. You may want to purchase a map for your student to use in greater depth at home.

Try to find a map of your immediate neighbourhood and show the student exactly where your home is placed on the map. Locate other features that are relevant as well. Find the legend and examine the symbols that are used. Is there a map compass or other indication of direction? Have the student find features that are north, south, east, or west of your home. For example, ask "Which park is north of our house?" or "If we wanted to go to the airport, which direction would we go?"

The second task is to draw a sketch of an area in your community. Help the student choose a suitable area. A map of an area about a block long (both sides of the street) would be suitable if there are several businesses, homes, or services. A longer distance may be necessary if the features are farther apart. Vary this activity to suit the capabilities of your student.

## Day 5

### Learning Outcomes

Map study is continued today and extended to community maps. Story structure is investigated with the creation of a cartoon strip.

### Materials You Need Today

- map of community or road map (optional)

### Getting Started

The day begins with a discussion about the student and home instructor's experiences with moving. This discussion helps prepare the student to read today's story: "Ivan and the All-Stars."

### "Ivan and the All-Stars"

As your student reads each page or column of the story, ask these questions:

Page	Questions to Ask
36	What was Ivan's solution to the problem of moving and having no friends?
37	He tried to solve his problem by going to a television station. How did that work out? What did he decide to become next? How did he act on that solution? What did he decide about being a rock star?
38	What did he decide to become next? How did he feel after he tried playing baseball the first time?
39	What happened on this page?
40	How did Ivan's baseball career plans turn out? Do you think his original problem of having no friends has been solved now? Did things turn out the way Ivan planned?

After your student retells the story to you, he or she will draw a cartoon strip about the story.

### Phonics

Today's phonics lesson develops the student's discrimination of the soft *c* (as in *ceiling*) and the hard *c* (as in *car*) and soft *g* (as in *giant*) and hard *g* (as in *goat*) sounds.

### My Community

The student works with the information that was gathered on the Day 4 field trip. Map skills are developed. Recent community changes are discussed. The student begins to think about cause and effect.



## Day 6

### Learning Outcomes

Today's lesson compares fiction to non-fiction, explores collections as reminders of the past, and begins the preparation for an interview as a research strategy.

### Getting Started

The day begins with a discussion of the terms *past* and *present*. The concept of collections is related to saving things from the past.

### “Collections Galore!”

The focus for today's reading selection is to help your student review the difference between fiction and non-fiction. The student reads the short non-fiction articles to find answers to specific questions. This helps prepare the student for the research skills that will be needed over the next few days.

### Spelling

The student works with double consonants in the activities.

### My Community in the Present and the Past

The student summarizes everything that is known about the community in the present and begins to plan how to find out more about the community in the past.

In a classroom this activity would be done with input from the whole class. Encourage other family members to contribute any ideas they have on each topic.

### Interview Planning

Time is allotted on Day 7 for your student to do the interview. Help your student find an interview subject who has knowledge of your community about fifty years ago. A great-grandparent, senior citizen, or community historian may be approached. Make sure you contact this person ahead of time to set up a suitable time to meet for the interview.

It would be very difficult for your student to write down all the information from the interview. You may act as recorder for your student and make notes as the questions are asked. Another alternative is to record the answers using a tape recorder or video camera, if you have one.

## Day 7

### Learning Outcomes

An interview is prepared and conducted. The student practises reading for facts to do research. Soft and hard *c* and *g* are reviewed.

### Materials You Need Today

- small button or bar magnets
- craft glue
- spring-type clothespin

### More Collections

The student continues to practise reading for information in preparation for the research projects that are scheduled.

### Make a Fridge Magnet

A fridge magnet is created from materials the student has collected at a place that is special to him or her. If your student does not have any suitable objects to glue to the clothespin, a small picture of the special place can be drawn. The student could also use a photo. The photo may have to be cut to fit on the clothespin.

When the items are glued on the clothespin, leave room at the lever end of the clothespin so that it can be opened and closed. It's handy for holding notes or grocery lists.

### Spelling

The rules for determining when a *c* or *g* will make a soft sound are introduced.

Dictation of sentences helps students learn to spell in context, much as they would in their writing. It is also a good way to practise punctuation skills.

Read each dictation sentence and then repeat the sentence. The spelling words are in bold type. Allow time for your student to complete the sentence before going on to the next one. You may also make up simple dictation sentences for any challenge words that you have chosen.

- It is a **yellow** pencil.
- What is the price of the **little dress**?
- Do you live in a **small community**?
- My **letter** was three pages long.



## Getting Ready for Your Interview

Instead of reading a story today, the student reads aloud the interview questions that were prepared on Day 6. The student should be able to read the sentences fluently. Practise several times if necessary. Reading for a “real-life” purpose is the best motivator of all. When possible, always involve the student in everyday use of the reading skills he or she is learning.

This may be the first time your student has done an interview. Be sure the student understands that his or her job is to find out what life was like in your community in the past. The student should concentrate on asking the questions that have been planned. Some spontaneous questions and stories will probably occur as the interview progresses. Discuss rules of behaviour before the interview begins. If necessary, review how the student can be a good listener.

## Interview Time

Today the student will interview an elderly person, community resource person, or senior to find out about the community in the past. If possible, direct the questions toward the era when your community was beginning to be settled. This is not meant to be an in-depth study, but it should give the student some insight into what the community was like in the past. Specific dates will probably not be meaningful to your student. Terms like *long ago*, *before*, and *in the past* are appropriate.

Record the interview as planned. The student will use the information that is gathered in a report on Day 9.

## Day 8

### Learning Outcomes

Today begins with a listening activity using the *Grade Three Thematic Audio CD* to compare and gather information from a fiction story and an interview. A chart is used for entering information.

### Materials You Need Today

- resource material about pioneers
- *Pettranella* on the *Grade Three Thematic Audio CD*, Track 1  
The student listens to a story about a pioneer child. As the student listens, he or she develops skills in listening for details. You may need to replay the CD for the student as he or she attempts to answer the questions. The information at the end of the story may be used instead of an interview if you were unable to arrange an interview.
- An Interview on the *Grade Three Thematic Audio CD*, Track 2  
The student listens to a child interviewing her great-grandmother about life in the past.
- *Collections: Carving New Frontiers*

## Researching the Past

Building research skills is an important objective in language arts, social studies, and science.

Help the student choose a method of researching that is readily accessible to you. Hands-on experiences at a museum or historic park (such as Fort Edmonton) provide an excellent opportunity for learning about the past if you can arrange them. You may choose to visit a library, newspaper archives, or other community resource in order to complete this activity. It is very important that the student have a chance to see photographs as well as to listen to written and spoken accounts of the past. Other possibilities are picture books about pioneers, a local history book or family history book, or Internet sites about pioneers or settlers.

The Archives Society of Alberta has an excellent and extensive website. Access the site at

<http://www.archivesalberta.org/>

Select the classroom project for some individual settler's stories with pictures and audio.

## Research Notes

Planning how to find and record the information is an important part of the research process. Many students do not understand the difference between taking notes and copying every word from a book. In today's activities, the student will practise taking notes before beginning the actual research activities.

## Research Time

As your student looks for answers to the questions, provide support as needed. You will probably have to read much of the material to the student and to focus his or her attention on the relevant parts.

## Day 9

### Learning Outcomes

The lesson focuses on the information collected to organize it and begin writing a report. The student also writes the spelling test for this module.

### Getting Started

Give your student an opportunity to reflect on the research methods that were chosen. Did the student find it difficult to locate the information to fill in the chart?

### My Community in the Past

In this portion of the lesson, the student puts together all the information that has been discovered in the research. As the student reads back the information he or she has so far, you can discuss the findings and add any information that you, the student, or family members know. This step is called the synthesis of knowledge.

As the student works through the topics, extend his or her understanding as much as possible. Discuss implications of what the student has discovered. For example, if the student found out that homes were often made of logs, discuss why logs, not bricks, were used. Discuss cause and effect when possible. For example, transportation methods were slow (cause), so people didn't travel long distances on a regular basis (effect).



## Spelling

Do the spelling test in the same way as you did the pre-test. Say each word, say the word in a simple sentence, and repeat the word. Give the student time to write the word before continuing. Test the student on the challenge words as well. These are the spelling words:

- community
- yellow
- dress
- small
- letter
- little

## Learning Log (in Assignment Booklet 1A)

Your student may need some guidance to complete this Learning Log. Explain that, at the end of each Assignment Booklet, the student will think about what he or she has learned so far. The student will read the information to identify the skills and put a check mark beside the things he or she can do. At the bottom of the page, the student will write his or her thoughts about this portion of the module. The student may wish to look back at the journal entries that were made each day. Comments from the journal can be transferred to the Learning Log or the student can write about a new topic that relates to the learning in this part of the module.

## Home Instructor's Comments

Complete the checklist. Check *yes* or *not yet* for each skill that is listed. Make comments about your student's ability to research a topic. If you have any questions or other comments for the distance learning teacher, write them in the space at the bottom of the page.

## Submitting Module Assignments

Submit the student's Assignment Booklet and the assignments that are listed on the Items to Submit checklist to your distance learning school. These items may be e-mailed, mailed, or faxed. Arrange the method of delivery with the teacher.

When the Assignment Booklet and other items are returned to you, read all of the teacher's notes, discuss them with the student, and act upon them if necessary. Help the student set improvement goals after the discussion and monitor these goals.

Support the student in areas of weakness. Provide positive reinforcement for effort, improvement, and accomplishments. It is a good idea to place the student's completed assignments in a binder or other organizer for future reference. Several times during the year, have the student compare current work to previous submissions. Discuss the apparent growth and improvements.

# Suggested Responses

Answers do not have to be in complete sentences.

## Day 1

1. *Spreading My Wings*
2. Answers will vary. The student should understand that it means trying something new or taking a new step toward learning a task.
3. a ball team
4. They may have won a game or they may have just finished a ball season.
5. *Proud* and/or *pleased* should be circled.
6. The headphones symbol means that the story is available on audiotape. The pencil-and-mouse graphic indicates that a student wrote the selection. The maple leaf symbol means that the story is a Canadian selection.
7. three
8. poem
9. The student may mention that a poem is written using shorter lines and verses. Poems often have rhythm or rhyme. Poems usually paint a vivid picture in your mind.
10. Answers may include *new clothes, polished shoes, pressed overalls, new books, reading about heroes, computing or doing arithmetic, reading poems.*
11. The student may draw any image from the poem.
12. The student should circle *how to hold a baby* and *how to feed a baby*.

## Day 2

1. Lions and dragons are weaving down the street.
2. The word begins with an s sound, like *Sam*.
3. Answers will vary, depending upon the student's favourite day to celebrate.
4. The student may mention that the article and the poem are about different subjects, the poem has short lines while the article has sentences, the poem has verses while the article has paragraphs, and the poem has rhyme while the article doesn't.
5. The letters *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x,* and *z* should be circled in blue. The student may have also circled *y*, which can act as a vowel or a consonant.

6. The letters *a*, *e*, *i*, *o*, and *u* should be circled in red. The letter *y* may also be circled since it sometimes acts as a vowel.

Phonics

Page 7

- |                 |                 |                |                   |
|-----------------|-----------------|----------------|-------------------|
| 1. Cc (cup)     | 2. Gg (gold)    | 3. Pp (pie)    | 4. Bb (bird )     |
| 5. Vv (volcano) | 6. Hh (house)   | 7. Dd (deer)   | 8. Jj (jar)       |
| 9. Ff (fish)    | 10. Ll (ladder) | 11. Zz (zebra) | 12. Tt (tooth)    |
| 13. Ww (window) | 14. Mm (map)    | 15. Rr (ruler) | 16. Ss (sandwich) |

Phonics

Page 8

1. Quinns, were, summer, vacation
2. were, Washington, seven
3. Susan, wanted, visit
4. Zack, wait, see, Vincent, Sally
5. said, would, see, Washington
6. was, sure, would, sail
7. whole, wanted, visit, zoo
8. Zack, said, zebra, was, very
9. sister, wanted, see, wolf, with, yellow
10. Soon, was, Quinns

The student's pictures should illustrate the sentences he or she has chosen.

7. red and white
8. The student may mention it shows an outline of Canada, water, and land.
9. The student may note any one feature: an outline of Canada, water and land, the names of the provinces, the names of the oceans, some cities in Canada, the names of some lakes and bays, the names of some islands, or the names of other countries (Greenland and the United States).
10. The student may draw any symbol that appears in the map legend.
11. The student should tell what the symbol stands for.
12. S stands for south. E stands for east. W stands for west.
13. The student should write the name of the province or territory that he or she lives in.
14. Yukon, Northwest Territories, and Nunavut are in northern Canada.
15. British Columbia
16. Calgary
17. the United States of America



## Day 3

1. Answers will vary. Accept any reasonable predictions.
2. He thinks Mama and Emma are disappointed in him.
3. Emma's daddy got another job. He won't be staying at home with Emma any more. Emma was going to miss her father being at home.

### Phonics

Page 9

- |                 |                |                |               |
|-----------------|----------------|----------------|---------------|
| 1. l (balloon)  | 2. d (ladder)  | 3. t (letter)  | 4. g (wagon)  |
| 5. p (slippers) | 6. m (hammer)  | 7. p (zipper)  | 8. t (mitten) |
| 9. m (camel)    | 10. r (parrot) | 11. g (dragon) | 12. v (seven) |
| 13. d (spider)  | 14. g (tiger)  | 15. t (button) | 16. d (radio) |

### Phonics

Page 10

- |            |           |          |           |
|------------|-----------|----------|-----------|
| 1. baby    | 2. city   | 3. tiger | 4. beaver |
| 5. leopard | 6. lizard | 7. camel | 8. waved  |

## Day 4

1. Emma, Mrs. March, Emma's daddy
2. Emma's mama
3. Emma's home and community in the present
4. Answers will vary. Accept any reasonable answers that reflect the main points of the story. The student may mention any of the following:
  - Emma's daddy lost his job.
  - Emma's family has to be more careful about spending money.
  - Emma's daddy stayed home with her.
  - Emma and her dad did lots of enjoyable things together.
  - Emma's dad went to job interviews sometimes.
5. Any one of these problems may be chosen:
  - Emma's daddy lost his job and wants to find a job.
  - Emma's family has to be careful about spending.
  - Emma will miss her dad if he goes back to work.
6. The answer will depend upon which problem the student focused on.
  - Emma's dad got a new job.
  - Emma's dad clipped coupons, shopped for bargains, and mended things.
  - Emma's dad said he would come home early once a month to spend time with her.

7. Emma's daddy learned that being a dad and taking care of Emma was the most important job.

Phonics

Page 11

These objects should be coloured:

- |                      |                       |                   |
|----------------------|-----------------------|-------------------|
| 1. coat, nest, heart | 2. milk, clock, desk  | 3. top, lamp, cap |
| 4. ox, six, box      | 5. hill, pencil, bell |                   |

Phonics

Page 12

- |        |        |        |        |
|--------|--------|--------|--------|
| 1. bus | 2. cap | 3. bag | 4. ham |
| 5. pen | 6. map | 7. cat | 8. bed |

8. The student should have correctly described your community.
9. The student should have chosen *urban* if you live in a town or city or *rural* if you live in the country. The student should have circled the services, facilities, and businesses found in your community.

## Day 5

1. Answers will vary. Accept any reasonable answer. Some good things that might happen are making new friends, moving closer to favourite relatives or friends, having a better place to shop and more services (city move), having peace and quiet (country move), mom or dad getting a better job.
2. 36
3. Any word that begins with *c* and has the hard *c* sound is acceptable.
4. Any word that begins with *c* and has the soft *c* sound is acceptable.
5. Any word that begins with *g* and has the hard *g* sound is acceptable.
6. Any word that begins with *g* and has the soft *g* sound is acceptable.
7. The words *price*, *grocery*, and *decide* should be circled.
8. The words *gym*, *large*, and *orange* should be circled.

9.

Soft c	Soft g
pencil	orange
price	page
circle	gym
rice	large
	change

10. The answer will depend upon whether the student was able to find the location of your home on the map.
11. Map symbols will vary, depending upon the map you chose. Check the map to confirm the symbols.
12. Answers will vary. Read through the list to confirm that these changes were apparent in your community.
13. Answers will vary. Confirm that the change could be caused by the effect the student describes.

## Day 6

1. Stories that are invented or made up by the author are fiction. The characters and situations are imaginary, not factual.

Literature that is true or factual is non-fiction. The author is reporting facts, not making things up.

2. four years
  3. action figures
  4. Andrew gets his figures as gifts, at garage sales, stores, penny carnivals, and places to eat.
  5. a 1920s penny
  6. She puts all the pennies from the 1990s, 1980s, 1970s, and so on into piles. Then she chooses the best one from each year to put in the album.
  7. "Family pennies" are pennies from years when important things happened in her family.
  8. stamps
  9. The letters *ll* should be circled.
  10. The list should include some of these words: *collection, different, roller, football, ball, pulls, takeoff, penny, pennies, collected, happened, weddings, she'll, and happens.*
  11. Answers will vary, depending upon which words your student had incorrect in the spelling test. All of the spelling words contain double letters.
- 12 to 20. These answers should reflect your community at the present.

## Day 7

1. Britney's dad brought her a live hedgehog.
2. cat food and bananas
3. books, cards, stuffed toys, figures, candlesticks, notepapers, backpack
4. on the fridge
5. magnets with photographs and drawings of places of interest, provinces, her mom's name, a rock, places to eat



6. The magnets hold up notes and schoolwork. The phone numbers on some can be used to call for food.
7. *e*
8. A check mark should appear behind these words: *once, page, face, grace, cell, hedgehog, celery, fridge, cancer, and gym.*
9. Check for correct spelling of each word. Check for correct punctuation as well.
  - It is a **yellow** pencil.
  - What is in the price of the **little dress**?
  - Do you live in a **small community**?
  - My **letter** was three pages long.

Phonics

Page 13

**Under the cap**

actor, candy, carriage, cattle, coat, corn, cow, cub, decorate, doctor

**Under the cereal**

celery, cellar, cinema, cymbal, decide, grocery, palace, pencil, price, recess

Phonics

Page 14

**Connected words**

- |                                     |   |                                      |   |
|-------------------------------------|---|--------------------------------------|---|
| 1. page and engine<br>flag and game | 2. figure and gold<br>large and giraffe | 3. orange and gym<br>sugar and organ | 4. gutter and ago<br>pigeon and arrange |
|-------------------------------------|---|--------------------------------------|---|

**Hard g words**

flag, game, figure, gold, sugar, organ, gutter, ago

**Soft g words**

page, engine, large, giraffe, orange, gym, pigeon, arrange

## Day 8

1. by ship and oxcart
2. a small cabin
3. for food
4. Pettranella lost them by the road, and, later that spring, they grew along the road.
5. The student could write the following: trees used for building, logs were sawed and notched, cracks filled with moss.
6. a cotton shirt and comfortable trousers
7. clothing
8. dresses, aprons, bonnets
9. shirts, hats, suspenders, trousers

Phonics

Page 15

**These words should be circled:**

ice, rage, fence, giant, centre, city, engine, nice, lace, rice, celery, judge, dance, stage, bridge, large, page, giraffe, fancy, huge, face, ceiling, magic, gem, gym, general, police, place

**In the sentences, these words should be circled:**

good, Carol's, guests, came, costumes, detective, crimes, colourful, gown, wig, tricks, juggled, cans, games, sack, Carol's, gave, cake, cream, Carol, gasped, cards, Curtis, gave, goldfish, Gary, cat, closely, could, catch, Gary, carried

Phonics

Page 16

- |         |         |           |          |
|---------|---------|-----------|----------|
| 1. gift | 2. game | 3. race   | 4. face  |
| 5. tag  | 6. call | 7. centre | 8. judge |
| 9. card | 10. hug | 11. gym   | 12. huge |

The award winners ate **ice cream**.

## Day 9

1. The answer will depend upon what the student's research showed.
2. The answer will depend upon what the student's research showed.
3. slower
4. Most schools were small.





## ASSIGNMENT BOOKLET 1A

Grade Three Thematic  
Module 1A: Days 1–9

### Home Instructor's Comments and Questions

\_\_\_\_\_  
**Home Instructor's Signature**

### FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

### FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for  
correct course and module.*

### Teacher's Comments

\_\_\_\_\_  
**Teacher's Signature**

**Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.**

# INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

## MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

## FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

## E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

# 3

Grade Three

# Thematic

Assignment Booklet



**Module 1A:**  
**Changes**

**Day 1 to Day 9**



Learning  
Technologies  
Branch

**Alberta**  
EDUCATION



## FOR TEACHER'S USE ONLY

### Summary

	Your Grade
Assignment 1	
Assignment 2	
Assignment 3	
Assignment 4	
Assignment 5	
Assignment 6	
Assignment 7	
Assignment 8	

### Teacher's Comments

Grade Three Thematic  
Module 1A: Changes  
Assignment Booklet 1A  
Learning Technologies Branch

Cover Art: Photodisc/Getty Images; Page 4: 2002 Map Resource

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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# Assignment 1

# Spelling Pre-test

Write each word as your home instructor says it.

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## Assignment 2

## September Yearnings

Look at the picture you made to show your “yearnings” for this year. Think about the discussions you had with your home instructor today.

Finish the sentences.

Two things I would like to learn this year are

---

---

---

---

Two ways I plan to organize my work or work space are

---

---

---

---

---

---



[illegible]

## Assignment 3

## Map of Canada



## Assignment 4

## Home Early

Answer the questions about the story "Home Early."

1. When Daddy lost his job, Mama and Emma wanted to show him they were not disappointed in him. What did Mama and Emma do to help Daddy feel better?

---

---

---

2. Some good things and some bad things happened when Emma's daddy lost his job. Write two good things that happened and two bad things that happened.

Good Things	Bad Things



## Assignment 4

## continued

3. Near the end of the story, Emma was glad that her daddy got a job, but sad that Daddy wouldn't be at home with her all the time. What did Daddy promise Emma to make her feel better?

---

---

---

---

---

---

---



## Assignment 5 continued

[illegible]



# Assignment 6

# My Community

My Map of \_\_\_\_\_

Legend



# Assignment 7

# Interview Planning Sheet

Who will I interview? \_\_\_\_\_

What questions will I ask? Make up at least one question about each topic below. Write your questions on a sheet of lined paper. Use the questions for your interview and then attach them to this page.

food

clothing

services

homes

travel

businesses

schools

reasons people  
moved here

communication

How will I record the answers?

---

---

**Assignment 8****Spelling Test**

Write each word as your home instructor says it.

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---

---

---

---



Put a check mark beside the things you can do.

- ☐ I can make a map with a legend.
- ☐ I can listen for facts and make notes.
- ☐ I can read to find facts.
- ☐ I can describe the setting, characters, and plot of a story.
- ☐ I can use a Contents page to find a selection.

## Student's Comments

Look back at the comments you made on your journal pages. Tell two new things you learned in this part of the module.

---

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---

What activity in this part of the module did you enjoy most?

---

---

Check **yes** or **not yet** for each item.

The student is able to

- |   |                              |                                  |
|---|------------------------------|----------------------------------|
| • read and interpret simple maps  | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • make a simple map   | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • read, listen, and view pictures to locate facts                               | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • organize information  | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • use story structure (setting, characters, plot)<br>to help understand a story | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • use a table of contents   | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • read words with soft <i>g</i> and soft <i>c</i> sounds                        | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • read silently   | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |

## Additional Comments

Use this space to make comments about your student's ability to research a topic.

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---

Do you have any questions about this part of the module?

---

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## Module 1A

## Items to Submit

Check each item as you include it for mailing to the teacher.

- ☐ **Day 5:** “Ivan and the All-Stars” cartoon strip
- ☐ **Day 6:** Be sure to attach the interview questions for Assignment 7:  
Interview Planning Sheet.
- ☐ **Day 9:** Assignment Booklet 1A